



Coaching Competencies vs. Evaluator Competencies – a draft comparison

International Coach Federation Core Competencies	Why it Matters	AEA Evaluator Competencies	Crosswalk
A. Setting the Foundation 1. Meeting Ethical Guidelines and Professional Standards 2. Establishing the Coaching Agreement	<i>Credentialed coaches maintain an ethical standard, and focus on what a coaching interaction is. Coaches ensure the client is aware of the process and relationship.</i>	1.0 Professional Practice focuses on what makes evaluators distinct as practicing professionals.	<i>Coaching can help us frame stronger intentionality in the relationship, and <u>how</u> we bring our professional selves and expertise to the client.</i>
B. Co-creating the Relationship 3. Establishing Trust and Intimacy with the Client 4. Coaching Presence	<i>Creating safety in the coaching relationship, and a supportive environment - and brings lightness, humor, intuition and energy forward.</i>	5.0 Interpersonal focuses on human relations and social interactions that ground evaluator effectiveness for professional practice throughout the evaluation.	<i>Coaching pushes us to add intuition, humor and lightness to handle challenging dynamics with an appropriate set of tools.</i>
C. Communicating Effectively 5. Active Listening 6. Powerful Questioning 7. Direct Communication	<i>The ability to set aside the agenda and focus on what is beyond the words. Uses open-ended questions to keep from presuming value.</i>	3.0 Context focuses on understanding the unique circumstances, multiple perspectives, and changing settings of evaluations and their users/stakeholders.	<i>Coaching uses a “blank access” or judgement-free frame to understand context and get into the user/ stakeholder perspective, giving us another set of tools for neutralizing our own biases.</i>
D. Facilitating Learning and Results 8. Creating Awareness 9. Designing Actions 10. Planning and Goal Setting 11. Managing Progress and Accountability	<i>Let’s client lead on the awareness, and puts strong emphasis on action/ accountability.</i>	4.0 Planning & Management focuses on determining and monitoring work plans, timelines, resources, and other components needed to complete and deliver an evaluation study.	<i>Evaluators will find this the most aligned of the competencies; the major distinction is in who frames the action plan.</i>
		2.0 Methodology focuses on technical aspects of evidence-based, systematic inquiry for valued purposes	<i>This often focuses on the expertise of the evaluator, and a coach may or may not add value through expertise in methodology.</i>

Betsy’s push: If we hold ourselves accountable to evidence-based practices in evaluation, why not also for coaching?